

# Writing and the KY Core Academic Standards

## How to Set and Meet Our Goals



# Who is in the audience?

- A. Elementary teacher
- B. Middle grades teacher
- B. High school teacher
- C. Curriculum Specialists
- D. Administrators
- E. Others?



# Learning Targets

- o I can identify the modes of writing and distinguish the differences among all 3 modes
- o I can compare and contrast opinion, persuasion and argument
- o I can identify the subdomains of the KY Writing Rubric and distinguish the differences in language across the modes
- o I can use critical literacy to support student engagement by making writing and reading connections

# Learning Targets

- o I can explain the purposes and limits of on-demand writing assessments
- o I can use writing standards progressions to plan instruction
- o I can use the integrated strands of literacy and 21<sup>st</sup> century skills to plan for instruction

# Modes of Discourse

- Informative/Explanatory
- Opinion (Elementary)/Argumentative (Secondary)
- Narrative

*Modes may be applied in a variety of forms, and instruction should not limit choices based on anticipated test formats.*

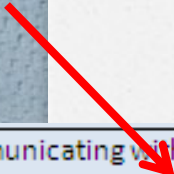


	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
Criteria for Evaluating Writing Assessment			
<p>Communicating with an Audience through Purpose/Focus</p> <ul style="list-style-type: none"> <li>Establishes and maintains an authentic purpose</li> <li>Addresses an appropriate audience</li> <li>Establishes and maintains an awareness of audience needs</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates audience awareness by establishing a context and maintaining a clear purpose</li> <li>Engages the audience by employing a variety of techniques (e.g. dialogue, description, anecdote, rhetorical question, surprising fact, quotation)</li> <li>Conveys the significance and complexities of the experience, either explicitly or implicitly, whether real or imagined</li> </ul>	<ul style="list-style-type: none"> <li>Establishes thesis/focused purpose</li> <li>Indicates awareness of audience needs by providing relevant background &amp; contextual information</li> <li>Communicates purpose, responding to the anticipated needs of the audience</li> </ul>	<ul style="list-style-type: none"> <li>Establishes purpose by introducing a(n) opinion/claim; maintains focus throughout</li> <li>Indicates awareness of audience's needs by providing relevant background; anticipating audience's knowledge level and concerns;</li> <li>Communicates purpose, responding to the anticipated needs of the audience by addressing reasons/alternate claims</li> </ul>

# KY Writing Rubric DRAFT

	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
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# KY Writing Rubric DRAFT

	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
 <b>Communicating with an Audience through Idea Development</b> <ul style="list-style-type: none"><li>Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose</li><li>Elaborates ideas with details, support &amp; examples specifically relevant to the audience and purpose</li><li>Applies characteristics of the mode</li></ul>	<ul style="list-style-type: none"><li>Develops ideas that convey insight about the experience or event</li><li>Uses effective examples and sensory details, if appropriate, illustrates and recreates the experience for the audience</li><li>Uses narrative techniques to develop ideas, experiences, events or characters (e.g. dialogue, pacing, description, etc.)</li></ul>	<ul style="list-style-type: none"><li>Provides a thoughtful and insightful explanation of the subject by examining the topic/issue as a whole, and by identifying and discussing significant parts of the subject,</li><li>Uses general and specific details and examples to support understanding</li><li>Uses a variety of approaches to idea development (e.g., analysis, evaluation, narration, specific facts, quotes, examples, descriptions) to provide explanation of ideas and concepts</li></ul>	<ul style="list-style-type: none"><li>Demonstrates depth of idea development by using facts, details and examples to support opinions/argument</li><li>Supports opinions/claims with relevant, reliable evidence</li><li>Uses a variety of approaches to develop ideas (e.g., analysis, evaluation, specific facts, quotes) to support the opinion/argument</li></ul>




# KY Writing Rubric DRAFT

## Communicating with an Audience through Structure

- Demonstrates coherent and effective text structure in relation to the purpose
- Includes a logical progression of ideas
- Maintains coherence within and between paragraphs
- Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments
- Maintains control of sentence structure
- Effectively varies sentence structure

Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
<ul style="list-style-type: none"> <li>• Organize an event sequence that unfolds naturally for the reader</li> <li>• Includes a logical progression of ideas</li> <li>• Maintains coherence within and between paragraphs</li> <li>• Uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events</li> <li>• Maintains control of sentence structure</li> <li>• Effectively varies sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Group related information logically; include formatting when useful to aiding comprehension</li> <li>• Includes a logical progression of ideas</li> <li>• Maintains coherence within and between paragraphs</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments</li> <li>• Maintains control of sentence structure</li> <li>• Effectively varies sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Provide logically ordered reasons that are supported by facts and details.</li> <li>• Includes a logical progression of ideas</li> <li>• Maintains coherence within and between paragraphs</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of ideas, or opinions/arguments</li> <li>• Maintains control of sentence structure</li> <li>• Effectively varies sentence structure</li> </ul>

# KY Writing Rubric DRAFT



	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
<b>Communicating with an Audience through Language &amp; Conventions</b> <ul style="list-style-type: none"><li>• Selects and maintains word choices to effectively communicate with the audience</li><li>• Employs voice and tone appropriate for audience and purpose</li><li>• Effectively communicates with audience applying correct grammar, usage and mechanics</li></ul>	<ul style="list-style-type: none"><li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>• Employs voice appropriate for the audience and purpose</li><li>• Effectively communicates with audience applying correct grammar, usage and mechanics</li></ul>	<ul style="list-style-type: none"><li>• Use precise language and domain-specific vocabulary to inform about or explain the topic</li><li>• Employs tone appropriate for the audience and purpose</li><li>• Effectively communicates with audience applying correct grammar, usage and mechanics</li></ul>	<ul style="list-style-type: none"><li>• Use words, phrases, and clauses to clarify the relationships among opinions (s)/claim(s), reasons, and evidence.</li><li>• Employs tone appropriate for the audience and purpose</li><li>• Effectively communicates with audience applying correct grammar, usage and mechanics</li></ul>

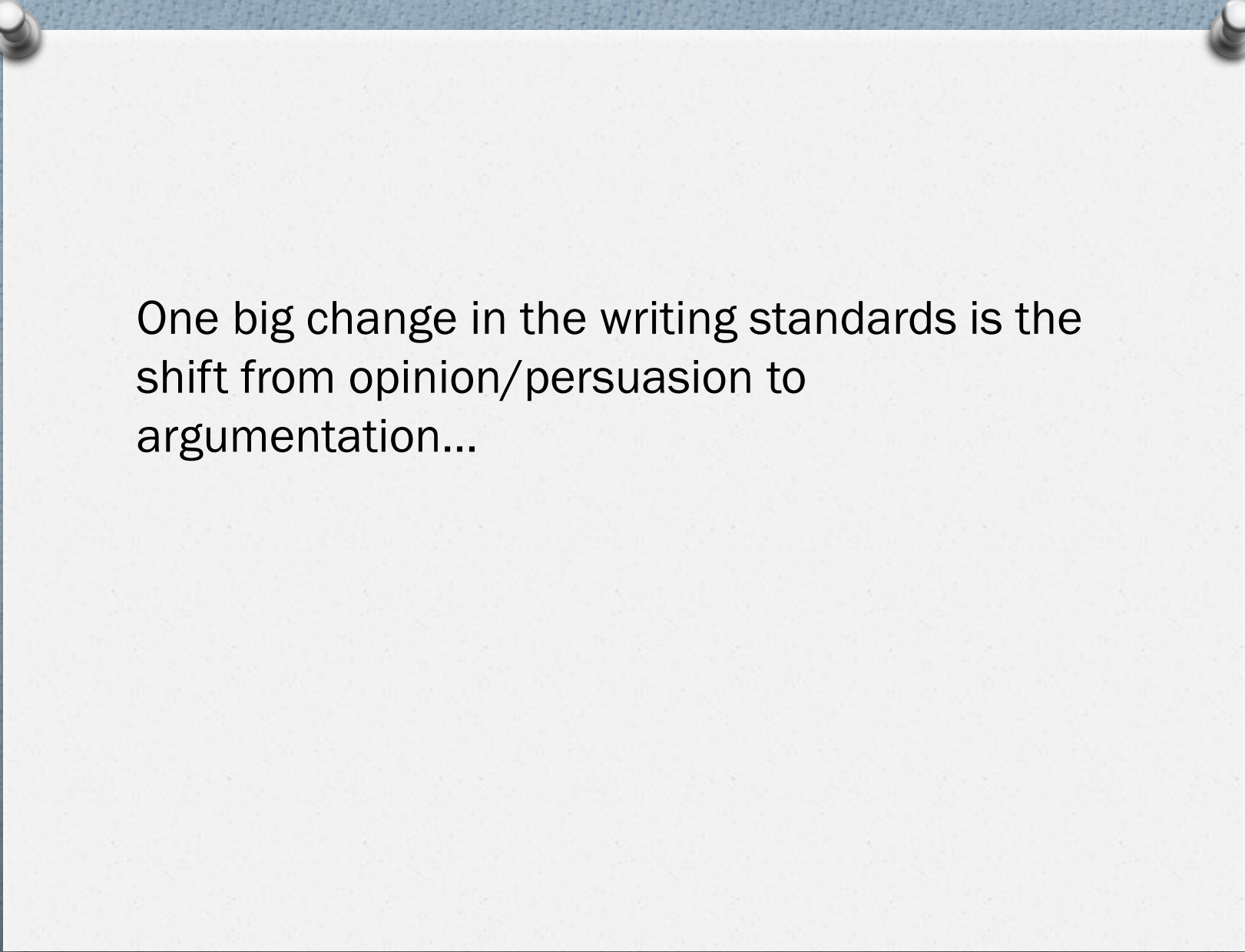


# Activity

Next, look at a copy of the KCAS and identify where the standards for each mode appear in the rubric.

	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
<p><b>Communicating with an Audience through Structure</b></p> <ul style="list-style-type: none"> <li>Demonstrates coherent and effective text structure in relation to the purpose</li> <li>Includes a logical progression of ideas</li> <li>Maintains coherence within and between paragraphs</li> <li>Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments</li> <li>Maintains control of sentence structure</li> <li>Effectively varies sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Organize an event sequence that unfolds naturally for the reader</li> <li>Includes a logical progression of ideas</li> <li>Maintains coherence within and between paragraphs</li> <li>Uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events</li> <li>Maintains control of sentence structure</li> <li>Effectively varies sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Group related information logically; include formatting when useful to aiding comprehension</li> <li>Includes a logical progression of ideas</li> <li>Maintains coherence within and between paragraphs</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments</li> <li>Maintains control of sentence structure</li> <li>Effectively varies sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Includes a logical progression of ideas</li> <li>Maintains coherence within and between paragraphs</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of ideas, or opinions/arguments</li> <li>Maintains control of sentence structure</li> <li>Effectively varies sentence structure</li> </ul>





One big change in the writing standards is the shift from opinion/persuasion to argumentation...

# Opinion, Persuasion and Argumentation: What's the difference?

Opinion	Persuasion	Argumentation
<ul style="list-style-type: none"><li>❖ May acknowledge other perspectives on the issue, but generally focuses on 1 point of view</li><li>❖ Relies on opinion to support ideas; often uses emotional appeals; generalized support</li><li>❖ Focuses on convincing the reader to adopt the opinion</li></ul>	<ul style="list-style-type: none"><li>❖ May consider other perspectives on the issue</li><li>❖ Blends facts and emotion to make its case, relying often on opinion</li><li>❖ May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion</li></ul>	<ul style="list-style-type: none"><li>❖ Considers other perspectives on the issue</li><li>❖ Offers facts that support the reasons; provides textual evidence</li><li>❖ Anticipates and evaluates the consequences of accepting the argument</li></ul>

# And then there's Propaganda...

## Propaganda

- ❖ Focuses on its own message, without considering other positions
- ❖ Relies on biases and assumptions and may distort or alter evidence to make the case
- ❖ Ignores the consequence of accepting a particular position



# Arguments: From...To...

Stating  
opinions

Supporting  
with  
evidence

Supporting  
with textual  
evidence

# English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Strand: Writing

Cluster: Text Types and Purposes

Grade: 5

Standard #: 1

Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

Type: \_\_\_\_\_ Knowledge \_\_\_\_\_ Reasoning \_\_\_\_\_ Performance Skill \_\_\_\_\_ **X** \_\_\_\_\_ Product

## Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
<p>Explain and identify :</p> <ul style="list-style-type: none"> <li>words</li> <li>phrases</li> <li>clauses</li> </ul> <p>used to link opinion and reasons (e.g., <i>consequently</i>, <i>specifically</i>)</p> <p>Recognize organizational structures that provide logical grouping of ideas</p>	<p>Determine how to introduce the topic or text clearly</p> <p>Formulate an opinion about a topic or text</p> <p>Group related ideas logically to support purpose</p> <p>Determine reasons supported by facts and details</p>		<p>Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:</p> <ul style="list-style-type: none"> <li>a clear introduction of topic or text</li> <li>statement of opinion</li> <li>logical organizational structure</li> <li>reasons that are supported by facts and details</li> <li>links between opinion and reasons, using words and phrases</li> </ul>

**Persuasive: Write a letter to your parents persuading them to get you a cell phone.**

Dear Mom and Dad,

Have you ever wanted something so bad you were willing to give up Christmas for it? Well I have that feeling about getting a cell phone. I know I have asked for this many times before, but this time is different. Now I'm older and I am able to take care of things much better.

A cell phone can help keep me safe. Sometimes I have to wait for you to pick me up from soccer practice when almost everyone else is gone. Even though I stay on school property, strangers drive through the parking lot and it sometimes scares me. If I had a cell phone, I could call someone if I felt threatened by a stranger.

Another reason I need a cell phone, is to help me a better student. Cell phones aren't just for texting and games. They are also good tools. I would use apps like the dictionary, encyclopedia and flash cards to help me with my homework. Even though I think it would be good to use it at school, I won't because it is against the rules.

You might have been worried that I would get in trouble with my cell phone, but I've already thought about that. I will turn it off while I'm at school. When I'm at home, I will do my homework first and then use my phone to play only a few games to relax. I will also use an app called *Get Moving* to help me find outside activities.

I think you can see how important having a cell phone would be for me. I know you want me to be safe and to be the best student I can be, so it is really a no-brainer. And I know you worry about how much they cost, but cell phones are cheaper than they've ever been and I'll help pay for some it with my birthday money.

Mark



## Example

W.4.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Prompt = culminating event

Write your opinion in an article for your class webpage supporting your point of view on kids having their own cellphones.

## Learning objective #1: Write a clear introductory paragraph, stating your opinion

What is school for? It's to help kids be smart. And what is the best tool for that? Teachers would probably say it was a textbook, but it's not. Math teachers will say it is a calculator and English teachers think it is a novel. Parents probably think it is attendance, but it isn't any of these things. The best tool for helping students is a cell phone.



# Consider...

“...the actual writing that goes on in typical classrooms across the United States remains dominated by tasks in which the teacher does all the composing, and students are left only to fill in missing information, whether copying directly from a teacher’s presentation, completing worksheets and chapter summaries, replicating highly formulaic essay structures keyed to the high-stakes tests they will be taking, or writing the particular information the teacher is seeking. Given the constraints imposed by high-stakes tests, writing as a way to study, learn, and go beyond—as a way to construct knowledge or generate new networks of understandings (Langer, *Envisioning Knowledge, Envisioning Literature*)—is rare.”

Applebee and Langer. A Snapshot of Writing Instruction in Middle Schools and High Schools. EJ. 100.6 (2011)



# Closed/Open Assignments

- o Closed writing assignment: clear educational purpose
- o Example: *Examine the effect of the Industrial Revolution on the culture shift of the United States.*
- o Open writing assignment: offers choice in how students show their expertise on a particular topic
- o Open assignment leaves more room for students to explore. For instance, an environmentally conscious student may focus on the impact and implications of pollution that were born from the Industrial Revolution

# Critical Literacy

*“...read{ing} from a critical stance—a need to question rather than passively accept the information we encounter.”*

## Essential Components

- Examining multiple perspectives
- Juxtaposing alternative texts, photos, videos and lyrics
- Posing problems
- Pushing students to question these materials



# Critical Literacy Through Writing/Communications

- ✓ Writing is a well-documented, effective strategy for deep content inquiry and processing.
- ✓ Writing enables students to “construct meaning and develop insights” in ways that other learning strategies do not (Strong, 2006).
- ✓ “Writing helps students *get more actively engaged in subject matter*, understand information and concepts more deeply, make connections and raise questions more fluently, remember ideas longer, and apply learning in new situations” (Daniels, Zemelman & Steineke, 2007).



# Correlation Between Reading & Writing

- Stalled or stumbling writers almost always revert to reading for answers, “searching for ideas and techniques that other writers have used to solve similar problems” (Strong, et. al., 2002).
- Research confirms that responding to text in a similar format *and* on a regular basis builds confidence and ability in authentic writing (Silver, Strong & Perini, 2007).
- The reading/writing package produces critical thinking

# Writing & Content Areas

- o The [National Commission on Writing]... suggests that schools “double the amount of time most students spend writing, require a writing plan in every school district, [and] insist that writing be taught in all subjects and at all grade levels” (Daniels, Zemelman & Steineke, 2007).
- o National content-area organizations concur with these recommendations (Daniels, Zemelman & Steineke, 2007).
  - o The NCTM has called for “more student writing, especially drawing and making representations, as a way to think about, talk about, and reflect upon mathematical concepts.”
  - o The National Council for the Social Studies recommends writing as a way to “classify, interpret, analyze, summarize, evaluate and present information.”





# Culminating Project Example

After reading and discussing the article “A Quilt of a Country” and the poem “If,” analyze a problem regarding equality in our community. Based on your research surrounding the problem, write and present a speech addressing the issue.



# Consider...

“...writing activities and assignments should be designed with genuine purposes and audiences in mind...”

“Standardized writing curricula or assessment instruments that emphasize formulaic writing for non-authentic audiences will not reinforce the habits of mind and the experiences necessary for success as students encounter the writing demands of postsecondary education” (2011, p. 3).

From *Framework for Success in Postsecondary Writing*

When we “teach” On-Demand writing and ask students to produce On-Demand “pieces”, what are we asking them to do and why?





## “On-Demand” Writing Assessment Purposes

- o To provide students the opportunity to demonstrate independently the communication skills they have developed through instruction
- o To reflect authentic reading and writing — understanding the role reading plays in the development of writing without testing reading ability
- o To use source material to promote authentic content in writing
- o To reflect the type of writing required for college/job readiness, reflected in the CCSS (KCAS)



# Where does OD Writing appear in the Standards?

## Range of Writing—CCR

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# What other Writing Standards Address Skills Assessed with OD Writing?

All 10! Although 1-4 are more easily assessed in an OD writing situation

CCR anchor standards

Standard 1: Write arguments...

Standard 2: Write informative/explanatory texts...

Standard 3: Write narratives...

Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience



# KY Field Testing Process and Timeline OD Writing

- This fall, selected districts will be field testing OD prompts
- Feedback from the field tests will inform decisions about the rubric, time limits, etc. for the spring assessment





# OD Assessment Information

- OD Assessments will be administered in late spring, Grades 5, 6, 8, 10, 11
- All tested students will respond to 2 prompts in 2 testing sessions—1 passage-based and 1 direct (which may also include short texts or a writing situation)
- Editing and Mechanics will be assessed in grades 4 and 6 with MC and constructed response. In HS, the PLAN will count as the Editing and Mechanics assessment



# Program Reviews



- o All schools will implement Program Reviews this year
- o In 2012-2013, PRs will be part of each school's accountability as a part of Next Generation Instructional Programs and Supports
- o Writing/Communications PRs are a great opportunity to ensure that literacy PD, instruction and quality writing, aligned to the KCAS, occur



The PARCC Assessment System will be designed to measure knowledge, skills, and understanding essential to achieving college and career readiness. In ELA/Literacy, these include the following as defined by the standards:

- o Comprehending complex texts (includes vocabulary from lang. strand)*
- o Analyzing sources in writing*
- o Conducting and reporting on research*
- o Speaking and listening*



# Writing

## *Writing routinely in response to complex text:*

The Model Content Frameworks strongly emphasize informal and formal writing activities that focus on responding to text-dependent questions. Text-dependent prompts should promote deep reflection and provide opportunities for students to demonstrate the ability to convey knowledge gleaned from the text in a coherent fashion.



**Five Major Claims for SMARTER Balanced Assessment Consortium**  
**Assessments of the**  
*Common Core State Standards for English Language Arts &  
Literacy in History/Social Studies, Science, and Technical Subjects*

*Claim #1* - Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.

*Claim #2* - Students can produce effective writing for a range of purposes and audiences.

*Claim #3* - Students can employ effective speaking and listening skills for a range of purposes and audiences.

*Claim #4* - Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.

*Claim #5* - Students can use oral and written language skillfully across a range of literacy tasks.

# The SBAC

To communicate effectively, students need to understand why they are writing – for what different purposes and for what audiences. Writing develops the ability to generate, organize, and make sense of and deeply understand information in order to produce new ideas and insights. *Writing Next* (Graham & Perrin, 2007) and its successor, *Writing to Read* (Graham & Hebert, 2010) argue persuasively for increasing the amount of instructional time that students write and teaching writing strategies and processes that have students create texts and write about and reflect on what they are reading.



# Quality Core EOC Assessment

- o Craft a first draft of an essay that thoughtfully and accurately analyzes the significance of literary elements in a reading passage; demonstrate insightful understanding of the passage
- o Effectively explain and support an analysis using convincing evidence; maintain clear focus on critical ideas
- o Effectively organize a discussion using logical progression of ideas and effective transitions; employ an engaging introduction and effective conclusion
- o Demonstrate good command of language through well-constructed sentences and precise word choice; maintain appropriate voice and tone; express ideas clearly with correct grammar, usage, and mechanics

# Writing Dispositions and Habits of Mind

Writing dispositions/ habits of mind (the ways writers approach writing) include:

- o engagement through making connections among ideas;
- o persistence to grapple with challenging ideas and texts;
- o responsibility to incorporate ideas of others, giving proper attribution;
- o flexibility of approaches and styles to match purpose; and
- o utilizing metacognitive skills to reflect on their development as writers.

From *Framework for Success in Postsecondary Writing*, co-authored by The Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP)



# Rhetorical knowledge

The ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts

applying rhetorical knowledge  
+ **demonstrating writing dispositions**  

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*proficient writers*

*From Framework for Success in Postsecondary Writing*



# Teaching Writing Skills Without Testing Drills: Example

Do presidential policies really make a difference in the lives of Americans? After reading primary and secondary sources, write an essay that compares John F. Kennedy's New Frontier social policies with Lyndon Johnson's Great Society social policies and argue which had a more significant impact on Americans. Be sure to support your position with evidence from the texts.

*From Supporting Instruction Cards, BMGF 2011.*

# To teach this task...

- What standards?
- What skills?
- What instruction?
- What assessments?





# Writing/Communications & 21<sup>st</sup> Century Skills Aligned to Standards Example

Grade 12 ELA

**Sample Student Outcome:** *Demonstrate ability to work effectively with diverse teams.*

Students collaborate with senior citizens in a digital storytelling workshop. The teams bring to life a story from a senior's history as they collaborate on writing and creating the video. Students will conduct interviews, perform research using nonfiction texts, write and record the script, and select images and music. The finished videos are presented in a school film festival. Each team designs criteria for evaluating their video in advance, and grades their work accordingly. Students demonstrate the ability to work effectively with diverse teams.



# Writing/Communications & 21<sup>st</sup> Century Skills Aligned to Standards

## CCSS

### COMMON CORE STANDARDS

- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## P21 Skills Represented

### P21 SKILLS REPRESENTED

- Collaboration
- Critical Thinking
- Communication
- Media Literacy
- Self-Direction
- Creativity

*Source: 21st Century Skills Map – English ([www.p21.org](http://www.p21.org))*

# Give your KWL chart a 21<sup>st</sup> Century Upgrade

**K**

- What do I know?

**W**

- What do I want to know?

**H**

- How can I find out?

**L**

- What have I learned?

**A**

- What action will I take?

**Q**

- What questions do I have?

o The next step: KWHLAQ

o H: HOW will we find the answers to our questions?

o A: What ACTION will we take once we've learned what we set out to learn?

o Q: What QUESTIONS do we have after learning has taken place?

After participating in this webinar, I know what I can do to improve writing instruction for my students.

1. Not really. I still need more information & help
2. Somewhat. I still have some questions about how to provide effective instruction
3. Yes. I know how to provide instruction that will help move my students toward proficiency and toward being ready for college and/or a career in the 21<sup>st</sup> century



# Recommended Resources

## Writing Webinar Links and Resources:

<http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Kentucky+Writing+Program/Writing+and+the+Kentucky+Core+Academic+Standards+-+How+to+Set+and+Meet+Our+Goals.htm>.

## *Literacy Link Newsletter*

<http://www.education.ky.gov/kde/instructional+resources/high+school/english+language+arts/writing/literacy+link+newsletter.htm>

*Teaching Argument Writing, Grades 6-12 Supporting Claims with Relevant Evidence and Clear Reasoning* by George Hillocks

*Everything's an Argument* by Andrea Lunsford

*Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop* by Jeff Anderson

*Everyday Editing* by Jeff Anderson

*The Digital Writing Workshop* by Troy Hicks

<http://www.edsteps.org/CCSSO/Home.aspx>

For elementary grades, Lucy Calkins has a new writing series coming soon

# Contact Us!

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